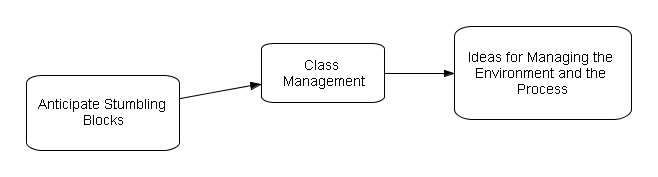
**Appendix 4**

Mathematics Coaching Actions:

Co-Planning



Ideas for Managing the Environment and the Process:

**A - Pre-implementation Checklist:**

|  |  |
| --- | --- |
| Criteria | Details |
| **Relationships:**  Use your knowledge of the students as you prepare specific activities, groupings and roles.   1. How will I interact with students as they enter the room so they are prepared for the activity? 2. How will I encourage students individually to ensure that they engage in the lesson? |  |
| **Setting up the classroom:**  Plan to purposefully match the classroom layout with the learning goals of the day.   1. How will the desks be arranged? 2. What is the plan to execute a quick transition if needed? 3. How will the materials be distributed and collected? 4. How will the groups be formed? (e.g. readiness, interest, learning style, student to student relationships, special needs) 5. What instructions will be given to assign roles and responsibilities to students? 6. How will you accommodate any students who have special needs? |  |
| Criteria | Details |
| **Classroom Management:**  Align the established routines and norms of your classroom with this lesson.   1. How will you respond to students who are late for this lesson? 2. How will you adjust the groupings if students are absent? 3. How will you respond to and support students who are not on task to assist them to get back on track? 4. How will you support students/groups that are having some difficulty with the activity? (e.g. rephrasing instructions, scaffolding questions, alternative manipulatives, encouragement) 5. How will students have access to the instructions throughout the lesson? (e.g. posted, on the handout) |  |

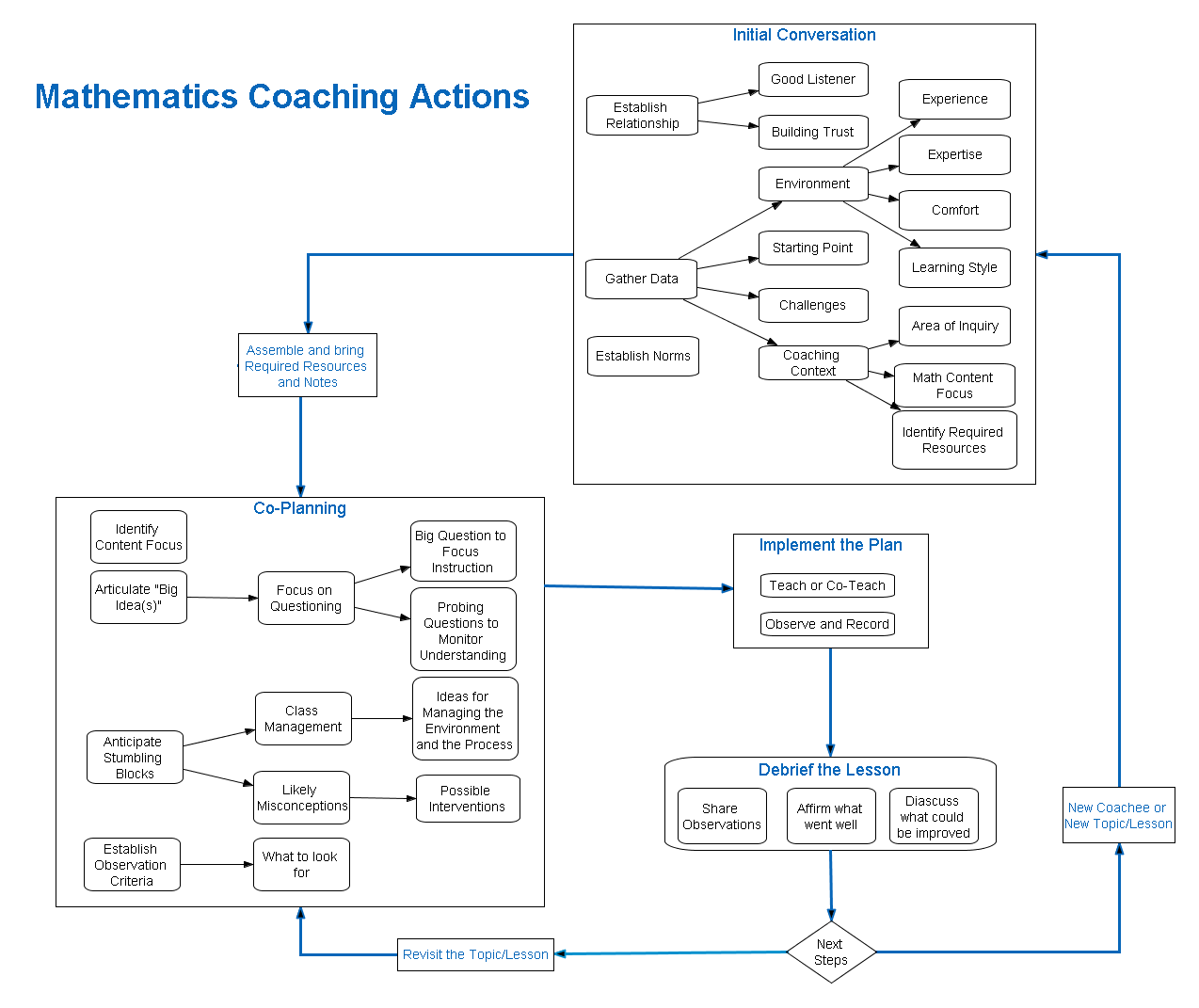
**B – Establish an understanding of classroom routines:**

1. What are the classroom expectation/policies regarding?

* Attendance taking
* Lates
* Bathroom breaks (e.g. how many at a time? duration? during lesson? sign out?)
* Cell phone use (e.g. never, agenda, calculator)
* Ipod use (e.g. never, during work time)
* Laptop use
* Food in classroom
* Code of Conduct/Behaviour
* Meeting deadlines and due dates (e.g. extensions, partial completion of assignments)

2. What does it look like in the classroom?

* During the first five minutes of class
* Collecting and returning papers
* Students response to questions
* Students asking for help when needed
* Transition strategies (e.g. raised hand cue, call to attention, light cue)
* Acceptable noise level during
  + During lesson
  + During group work
  + During individual work time
* Managing behaviour (e.g. consistency, positive reinforcement, humour, allow choice, progression of consequences)



[**http://www.edugains.ca/newsite/math/coachformath.htm**](http://www.edugains.ca/newsite/math/coachformath.htm)A Mathematics Coaching Cycle